CECR Website Webinar

BOB STONEHILL: All right, well let's begin. I want to welcome all of our participants to our first of three webinars to bring the work of charter schools and designing and implementing performance based compensation and doing so in often innovative ways under challenging circumstances. I am Bob Stonehill. I am a managing director at American Institutes for Research. We are one of the partner organizations of the Center for Educator Compensation Reform. And we have been working now for the past nearly five years to pull together resources and supports to help the field in designing, implementing and studying how ah, performance based compensation can be put in to place.

So, a couple of housekeeping rules and then we'll jump into the webinar. So, keep your phones on mute as I've said already. We are going to be recording the webinar so that it can be downloaded and listened to later on by any other interested parties. There should be a chat box on your screen and we'll be taking questions throughout the webinar, just submit the questions by typing in through the chat box and we'll compile those and be able to answer them as we move forward.

So, today's webinar is on Resources for Developing Performance Based Compensation Systems. I mentioned that it's sponsored by the U.S. Department of Education Funded Center for

Educator Compensation Reform which goes usually by the acronym of CECR. The first of the webinars that we're going to work on today is identifying resources for developing performance based compensation systems. And when we talk about resources we are going to both -- information and publications and products and templates that are available to help people plan their programs and design their programs. But we're also going to talk about a broader level of support that charter schools can attain through networking and through establishing communities and through creating a broader systems to help support this work going forward.

And co-featured on today's webinar is the National Institute for Excellence in Teaching which is a non-profit organization that has designed and put in place the Teacher Advancement Program or TAP. And we are going to be featuring NIET as an organization that has done a lot of creative work to develop and support charter schools in designing new compensation systems. We do not intend to imply that we are endorsing the work of TAP or NIET or any other product or any other organization that may be mentioned. But we are featuring them today because of the example that they offer in how charter schools can be provided with and have access to resources that can advance their work.

     We are also going to be featuring my colleague Ellen
Cushing who's a research and policy analyst here at American
Institutes for Research to go over the CECR website itself and
to talk about the resources that are publicly available through
the CECR website.

     So, a little bit about CECR and now a word from our sponsor
as they say. CECR has three main purposes. The first is to
broadly improve public awareness about compensation reform and
that's across both states, school districts, regular schools,
but also increasingly there's a lot of information there,
specifically about charter schools and the work that charter
schools have done in carrying out new systems of performance
based compensation reform.

     In addition to increasing public awareness about
compensation reform, the CECR has a goal of building a
nationwide network of informed consumers and to provide the next
wave of educator compensation reform with tools, resources,
strategies, guides, templates, all kinds of things that can help
people just beginning with this challenge or well underway in
implementing performance based compensation and moving their
programs forward thoughtfully and with a research base.

     And then thirdly, a major goal of CECR is to provide direct
support and information about the teach incentive fund which is

a federally funded grants program that goes to both districts and states and public charter schools around the country to support their work in designing and implementing compensation reform.

This webinar series is focused specifically on charter schools which are becoming a growing part of the educator compensation reform world and have in some ways more flexibility, more independence and more freedom to try out some of these ideas in their school sites. So, charter schools from day one of the teacher incentive fund and through our CECR work have been one of the sectors in public education that have been most involved in this work and that have done some of the more innovative things. So, we think this webinar will be useful in highlighting some of the innovative practices that have been done, but also in supporting a new wave of charter schools to try their hand at creating compensation systems that are based at least in large part on performance.

Charter schools have increased flexibility but also many of them have challenges because they're independent, they're on their own and do not necessarily have a network of support or other organizations to turn to. So, CECR will be useful in that sense and some of the strategies that NIET will be sharing can also be useful as charter schools think about how they can form

consortia or communities to work together in putting some of these ambitious plans and programs into place.

And we also hope that by shedding a light, shining a light on some of the practices and strategies, these can then be picked up and replicated in charters around the country.

We have three different topics that this webinar series is going to focus on. Today, we're going to look at developing performance based compensation systems. Our next webinar is scheduled for March 21st, also at 3:00 p.m., eastern daylight time, and that's on innovations and sharing, promising practice. That webinar will be done in collaboration with the National Charter School Resource Center which is also funded by the U.S. Department of Education to provide resources in all kinds of areas to support the work of charter schools. Webinar is going to highlight the epic group of charter schools. And then our third webinar on March 29th, at two o'clock, eastern daylight savings time on innovations and comprehensive educator performance management systems. That is what does it look like when an entire new system of human capital management is put in place in a charter school or in a charter school network and how is compensation used as a tool or driver in the various different components of that human capital management system.

So, today's webinar is going to be focusing on resources

for developing performance based compensation systems. As we

mentioned charter schools operate independently most often.

Finding appropriate resources and supports for a very complex

and challenging topic area and initiative can be daunting. So,

these access to tools and strategies from similar schools, from

organizations that have a track record of doing these and of

learning from them and improving their practices, can be

particularly useful. And we also encourage you to think about

whether there are some formal or even informal networks that you

can affiliate with or turn to for support if you are involved in

some of these initiatives.

So, with that having been said, I'd now like to turn to our

colleagues from the National Institute For Excellence in

Teaching. Have with us Sara Shoff, who is the senior policy

analyst at NIET and Kristan VanHook who's the senior vice

president for public policy and development. So, Sara and

Kristin, why don't you go ahead?

You should unmute your phones if you have done that. Sara

and Kristen that is.

SARA SHOFF: Good morning, this is Sara Shoff, senior

policy associate at NIET and I am also joined by Kristan

VanHook, our senior vice president. Kristan's actually going to

begin by giving you an overview, kind of the history of NIET and

TAP and then we're going to dive in to what TAP looks like and what those specific supports are that are in place and some of the resources that are available. Kristan? Hum, it appears that we may be having some difficulties. So, I'm going to -- go ahead and start in, Kristan if you are able to unmute, please do so.

So, you know a central question here is you know what drives student achievement? And I think as most of you know, the most important school based factor in a student's success is the quality of the teacher in the classroom and this has really driven the mission at NIET and at TAP. So, just to give you a bit of a background on TAP. TAP is dedicated to attracting, developing, motivating and retaining high quality human capital in order to raise achievement levels for all students. It was started in 1999 through the Milken Family Foundation and really hearing back from teachers about how we could effectively keep these really effective, really motivated teachers in the classroom. And though it started out in only a handful of schools in the 2011-12 school year, TAP reached more than twenty thousand teachers and two hundred thousand students. So, a bit about what we're going to kind of address today is how do you grow those supports when you're moving from just a handful of schools? And then what does that support look like when you're

reaching about five hundred schools nationwide?

TAP serves urban, suburban and rural schools. Almost all of TAP schools are high need, meaning that forty percent or more of their students qualify for free or reduced priced lunch. We also serve both charter and traditional public schools. Today, I know we're focusing on our work with charters. We have been successfully implemented in charter schools and as part of the human capital strategy of charter management organizations.

So, here actually showing is an example, the annual report from one of our charter partners, the Algiers Charter School Association in New Orleans. This annual report has actually turned out to be a key communication resource of the kind of outlines Algiers Charter School Association's theory of change, how it's performance based compensation system fits into that vision and their results from the past few years of implementation.

So, a point that we'd like to kind of get across today is that a well designed, well implemented and well supported performance based compensation system really can have a transformative impact on student achievement. NIET has built an integrated support system into TAP and we help all of our schools grow teacher effectiveness and student --

Under the TIFF grant Algiers Charter School's Association

has implemented TAP and has actually managed to close the gap between the performance of its students and the state and it now exceeds the state in terms of proficiency in math and English language arts. And really the supports and resources we built into the TAP system have played a big role in ACSAs success.

So, what a performance based compensation system looks like at scale. We're going to start by setting the stage and explaining what TAP is. So, TAP is comprised of four elements. Multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance based compensation.

So, unlike many reforms these elements do not exist in isolation. The TAP system has intentionally aligned and integrated these four elements into its reform model. We've documented how this alignment works and kind of its importance to the TAP system and a report by the Center for American Progress that's available on our website and that's a great resource called Align by Design. The report goes into a lot of detail, into the alignment among the elements. But we're going to just highlight a couple here.

First, teacher evaluation and professional development use the same rubric and help teachers develop a clearly defined repertoire of instructional skills that are rewarded by annual

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bonuses, this is talking about kind of the feedback between professional development, performance compensation and evaluation. And then the school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning games for the student in those particular schools. So, that strategies are able to be customized for the needs of a particular school due to the interaction between the leadership structure that we have through multiple career paths and ongoing applied professional development. And this is another factor rewarded by annual bonuses.

And then TAP also uses differentiated pay to create this team of teacher leaders -- we'll talk a little bit more about in a moment, who have the authority, time and expertise to improve teacher evaluations, professional development and school improvement planning.

So, diving into this concept of multiple career paths. Multiple career paths in TAP incentivize teachers to take on new leadership roles and responsibilities with corresponding increases in pay. So, TAP career teachers are regular classroom teachers. Mentor teachers provide day-to-day coaching and mentoring to teachers under their supervision. They collaborate with their colleagues to construct benchmark assessments, to

team teach and to model instructional skills to their mentee's. Mentor teachers do all of this while also teaching in their own classroom. Master teachers are highly skilled professional educators who share significant leadership responsibilities and authority with the principal. They oversee the professional development of teachers, they facilitate curriculum and assessment planning and they conduct teacher evaluations. Master and mentor teachers form the schools TAP leadership team along with the principal.

Our second element, ongoing applied professional growth is TAPs continuous job imbedded professional development. TAP restructures the school schedule to provide time during the regular school day for TAP teachers to participate in cluster group meetings led by a master and mentor teachers. Cluster group meetings really allow teachers to examine student data, engage in collaborative planning and learn instructional strategies that have proven successful in their schools.

The third element, instructionally focused accountability provides an evaluation structure that is rigorous, transparent and fair. And tied directly to each teacher's ongoing professional development. TAP teachers are observed in classroom instruction four to six times a year by multiple trained observers, including principals, master and mentor

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teachers. They use research based rubrics. All the evaluators

are trained and certified on these rubrics and they monitor the

reliability and consistency of the evaluations in their school.

We're going to talk a little bit about tools and resources to do

that in a moment. In addition, evaluators have to get

recertified every year to continue evaluations in their school.

Unlike the evaluation systems profiled -- not quite sure it

happened, but profiled in the widget effect in which all

teachers received the highest ratings. I'm sure many of you are

familiar with the widget effect where very few teachers receive

the lowest ratings and most teachers receive the very highest

rating and yet student achievement really remained low. However,

in test schools what this did show is actually a bell shaped

curve which more closely reflects the reality of teacher

performance and we achieve this distribution of teacher

performance through evaluation, not just due to the research

based rubric but also due to the alignment of the elements of

TAP, that data analysis I eluded to, to insure that there's

inner rater reliability and the intensive training and support

that all TAP schools receive related to teacher evaluation.

To our final element, performance based compensation.

Teachers in TAP schools have the opportunity to earn bonuses

each year based on their performance in the classroom. Their

student's growth and the entire schools achievement growth.

Master and mentor teachers also receive additional compensation

based on their added roles and responsibilities.

So, now that you have a picture of what TAPs performance

based compensation system looks like, hopefully that set the

stage a bit for you to understand the structure of our support

systems. Actually not sure why this isn't showing up, but TAP

provides levels of support at the school, district, state and

national level. I'm first going to talk a bit about who supports

TAP implementation at each of these levels and then we'll get

into the resources and other types of support that are offered.

An important point here is that NIET has built these layers of

support into TAP as it's expanded. So, it's just something to

keep in mind if you're in the beginning stages or later stages

of implementing a performance based compensation system.

So, starting at the school level the TAP leadership team is

comprised of the principal, the assistant principal and master

and mentor teachers. This TAP leadership team provides the vast

majority of support at the school level. By district level

here, when we say district level we really mean districts and

charter management organizations. So, we work with a number of

charter schools that are part of charter management

organizations and the CMOs have really ended up acting like a

central office in coordinating a lot of what we would normally consider district level supports. So, at the CMO or district level we have district executive master teachers and these executive master teachers provide support to the TAP leadership team. So, to the principals, assistant principals, mentor and master teachers, at multiple schools.

And then at TAP grew we have states that kind of reached a critical mass of TAP schools and in those states they often have a state TAP team which is sometimes imbedded in a state level organization like the state department of education. It includes the state TAP director and state executive master teachers. The state TAP director oversees the implementation, training and other support related to TAP. The state executive master teachers provide direct support to district executive master teachers and occasionally to the schools themselves.

So, NIET manages and supports the TAP system at the national level. Within NIET we tend to organize our support along the areas of school services which is really training, policy and research.

So, now to kind of touch on examples of school level support, hopefully this will give you some context and some ideas in your own implementation. At the school level weekly cluster group meetings are the primary driver of site based

professional development. Master and mentor teachers provide this and they also provide career teachers and each other follow up in the classroom. They support their schools in the development, use and analysis of student assessments. And through cluster and classroom support the top leadership team develops and implements strategies that are aligned to the school goals. They also engage in ongoing data monitoring and analysis to track progress toward school goals and insure inter rater reliability for their evaluations.

And as I said earlier, this school based data analysis has turned out to be a really important tool for our schools, even using basic tools for analysis to track teacher evaluation data and progress towards school goals helps maintain rigorous implementation and fidelity to your performance based compensation system.

And remember this is all happening -- all this data analysis we're about to see, is happening at the school level, this is not coming from the national level and it's certainly something that you can do at that site level.

So, TAP schools have access to an online data management system for teacher evaluation called CODE which can be used for data monitoring and analysis. We want to talk to you a little bit about how TAP schools use these tools and hopefully give you

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some ideas of what your schools could do.

I'm really hoping these charts are showing up for other people, but this particular chart basically is a summary of the indicators based on teacher evaluation data that showed which indicators were consistently rated as areas of weakness across the school and in the example school that we showed in this chart, most of the teachers were struggling on a particular indicator that we call lesson structure and pacing. And based on this information the TAP leadership team would know to pay particular attention to this skill in upcoming professional development activities.

I've also mentioned a couple of times that TAP leadership teams again, this is all at the school level, use CODE to monitor inter rater reliability. So, the instance of -- with which their evaluators are scoring the same on different elements of the rubric. So, this CODE report shows that mentor teachers -- indicators except for one, questioning, in which one master teacher was scoring it relatively low, one was kind of scoring it in the middle and one was scoring it rather high. And the leadership team would kind of run this analysis, look at the data and realize that this might mean that the mentor teachers might have different ideas of what this particular teaching skill looks like on TAPs one to five rubric. And in a

case like this, this would mean that the leadership team needed to employ strategies for calibrating the expectations of evaluators. So, they may practice with videotaped lessons that illustrate what questioning looks like at each performance level on the rubric.

So, our goal in NIET is really to build this local and state capacity to support TAP schools. With about five hundred schools spread across the country, there's just no way that NIET can send it's trainers to all of the sites. So, hopefully this is going to be [inaudible] for those of you with kind of the network approach. District and state TAP teams, so our CMO district and state TAP teams offer onsite training and support directly to TAP schools, including what we call the core training required of all new TAP sites. Core training is basically an opportunity for new TAP leadership teams to receive in depth instruction on all elements of the TAP system and prepare to become certified TAP evaluators. And this is another important step in insuring that the performance based compensation system is implemented with fidelity.

State TAP teams also put on state TAP summer institutes which are valuable training grounds for principals, master and mentor teachers. Some of our partner states, CMOs and districts have decided to offer specialized training for people in key TAP

positions. For example, through monthly master teacher meetings and regional principal meetings. The purpose of these meetings is really to bring people from the same job together and have them share lessons learned from their schools.

So, NIET as I said earlier, offers support in the form of training, policy and research. One of the main tools that we use at NIET to accomplish national training is conferences and institutes. For those of you with larger networks of schools implementing performance based compensation system, conferences can be a really effective way of bringing everyone up to speed in areas where you may have determined an additional need for support. So, we're going to talk a little bit about how we do this in TAP.

So, the national TAP conference is a gathering of practitioners, policy makers and state and district administrators involved with the implementation of TAP across the country. The conference is a really powerful venue for both those new to and experienced in TAP to learn more about TAP in practice and to learn about its place in the national conversation about education reform.

So, attendees have a range of opportunities to gain a deeper understanding of TAPS performance based compensation system as well as network with other participants. And if you

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can just look on this side, we have a couple of examples of the sessions that we offer. So, one was how to create and maintain inter rater reliability. Another was effective use of the mentor teacher and leading a post conference.

So, in addition to these practitioner focused breakout sessions and trainings, the TAP conference teachers, national plenary panels which tie TAPs reforms to critical issues kind of facing the K-12 system. We just offered our twelfth conference which had about eighty of these sessions and twelve hundred attendees from TAP schools across the country.

TAP -- NIET also puts on a national TAP summer institute for those schools that don't have a state level TAP summer institute that's offered. And we had about six hundred people attend the 2011 TSI.

So, as you can imagine once you've started growing your network you really need to add online tools that supplement face-to-face trainings, I'm actually just going to back this up a minute. These online tools offer a way to keep all TAP schools up-to-date on the latest trainings, materials and other communications. NIET uses its own website, the TAP system website and our best practices, central portal as ways of sharing these online tools. The TAP system's website offers the latest news, publications and information about TAP events,

policy and research support.

So, NIET has made available through its website, through the publication section of its website, some lessons learned, some research reports and policy publications that share our lessons learned from a decade of implementing TAP as a performance based compensation system. We're continually working to update the reports on the site and to give you an idea of what's available, we have some reports here, but NIET also recently released a report on the power and implementation of TAPs professional development which is just one in a series of papers detailing what TAPs elements look like in practice.

Recent research has shown that job imbedded professional development can improve instruction in student learning, but only if there's sufficient infrastructure in place to support, oversee and reinforce it. We know from experience that -- and from data that TAPs professional development has been effective and this paper gets at the design and implementation features that have contributed to the success. So, unlike a lot of papers that stay really at the theoretical level, our policy papers try to give you a picture of what elements are an entire performance based compensation system looks like implemented on the ground.

Also, wanted to mention some of our online resources. As

we've started to grow we've really moved from face-to-face
training to online resources. And I mentioned the portal, this
is an interactive web tool that provides individualized
trainings and support. It's designed to provide real time
access to users. It's become just a critical resource as we've
become more geographically spread across the country. The
portal can serve really as a key communications tool, just as
the website can. So, for example, one area on the portal is
dedicated to the evaluation process, so it contains all the
documents and other relevant information to help teachers
understand their role in the evaluation process and how that is
going to unfold.

The portal also has a video library which is a collection
of more than a hundred hours of professional filmed classroom
lessons and other footage designed to improve teacher
performance. Having this library available through a central
location means that any of the schools in any location can
access it and use it to observe teacher practice and students in
the classroom.

So, at this time we've actually reached the end of our
presentation and it's really been a pleasure sharing our -- what
we've learned from a decade of implementing TAP today and if we
don't get to all of your questions, please do feel free to

contact us through our website.

BOB STONEHILL: Thank you Sarah, really sorry for the graphics failures, the PowerPoint we have has [inaudible] showing just fine. We have actually tried to email them to many of the people who have pre-registered, sometimes it went, sometimes it bounced back because it's a large file. But we'll make sure that we get the PowerPoint with all of the graphics included available to people whether through the CECR website or upon request then we'll -- at the end of the webinar today, give you a contact point where you can request the PowerPoint with all of the colors and all of the graphs and charts there where they're supposed to be. So, sorry, sorry again, Sarah.

Again, neither CECR nor our sponsor, the U.S. Department of Education endorse TAP or NIET or you know recommend that you do exactly these things, but thank you for sharing what you've learned over a decade of practice. There are a lot of really great lessons there about the kinds of rigor and the kinds of design issues and the kinds of attentiveness that need to be really thoroughly addressed in a very effective educator evaluation and performance compensation system.

So, we'll get back to questions later. For now I'm going to turn it over to Ellen Cushing who is our research and policy analyst and a co-manager of CECR to walk you through some of the

features of the CECR website and some of the resources that are
there for you.

ELLEN CUSHING: Thank you, Bob and thank you, Sarah too.
As Bob just mentioned, TAP provides an example of how a support
system could look like in a charter school and we just wanted to
make sure that you are also aware of the resources available
from CECR that could help you with building your systems of
support within your own charter schools.

So, these resources are all housed on our CECR website
which can be found at cecr.ed.gov and they are all free to use.
So, this first slide is a picture of our homepage. And it's
organized into four main topic areas. The first one is new to
Performance Based Compensation, Development and Implementation,
National Perspective and TIF Grantees. And these four tabs
represent the progression of a performance based compensation
initiative from planning through the implementation of a TIF
grant.

If you look at the middle of the page to the right of the
picture there's a section called What's New? And this section
is continually updated and contains links to any new papers,
presentations, newsletters or tools that CECR has produced.
Also under the What's New box there's a series of boxes that
correspond to the four sections and the information in those

boxes provide a quick overview of what you can find under each
of these sections. And finally the four tabs at the top have
drop down menus that allow you for easy access to the resources
that I'm going to go through in the next couple of slides.

So, if you click on the New to Performance Based
Compensation you'll get to this page. And it provides a general
overview of the information that a charter school would need to
implement a performance based compensation program. The
resources on the right give a general background information and
should be reviewed and considered before moving ahead. These
resources include an implementation checklist, a guide to
implementation, emerging issue papers, case summaries, research
synthesis, annotated bibliographies, presentations from past
conferences and harvesting papers.

The graphic in the middle of this page illustrates how the
six areas of focus which are data quality and data systems -- to
support the workforce. Communication and [inaudible]
engagement, value added and other measures. Program evaluation
and sustainability must all work together in order for a
performance based compensation system to be successful.

And if you click on one of those areas of focus you'll
jump to the next section which is the development and
implementation tab. And this second section divides resources

based on the areas of focus that I just talked about. So, data quality and data systems provides guidance and support on planning and implementing high quality data systems. Strategies to support the workforce offers information -- indicator evaluation systems. Professional development and human development strategies that can be used to increase student learning. Communication and stakeholder engagement identifies resources to support effective communication and development of support for performance based compensation systems among teachers, administrators, unions, parents, the community and media. Value added and other measures share resources on the definition, design and review of value added models and other growth measures. Program evaluation highlights information on how to use formative and summative assessments to evaluate and improve the performance based compensation system. And sustainability shares information on alignment and financial issues associated with the sustaining of performance based compensation.

If you click on one of these topics, such as strategies to support the workforce, you'll see what kind of information is available with -- under each of these subjects -- sub-sections.

So, we organized the information into four different topic areas, overview of materials, presentations, tools and products

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and papers. The overview materials really just feature

resources that provide a general overview of the topic.

Presentations include videos, podcasts and slide presentations

from experts and other people in the field that are implementing

performance based compensation. Tools and products offer a

variety of sample documents. And the papers include relevant

annotated bibliographies, harvesting papers and emerging issues

reports.

This next slide gives you an idea of the kind of

information that is housed under a tools and products page.

CECR has culled multiple samples from states and districts that

are implementing performance based compensation and you can

find, you can access these tools and products on this page and

on the other six areas of focus also have links to these kinds

of tools and products.

The third tab that I had mentioned which is National News,

you'll find a resource called the National Map and the National

Map highlights both TIF and non-TIF alternative compensation

programs that are underway across the United States. If you

click on one of the state examples, in this case we're -- we

chose Texas, you'll see what these state pages look like. And

we've divided the profiles into TIF and non-TIF grantees. And

also indicated which cohort these profiles are a part of.

If you click on Houston you'll see the information that is included in each of this state -- map profiles. Each profile includes contact information, an overview of the program, a link to relevant resources and then links to any news articles or reports on that particular site.

Another resource that's available on this National News section is the online library. And in this library we include articles, reports, case summaries, research papers and information guides on a variety of topics related to performance based compensation. And this list here shows you the types of articles or -- that we -- or the categories of articles that we include in the library. For every article that's added to the library, two staff members read the article and score it based on a set of criteria. And then they find consensus in their ratings and categorize that article and upload it into the library. So, we're -- we have a pretty rigorous process for what's included in this library and we update the library also every month with ten additional articles.

In this fourth tab on the CECR website is generally for TIF grantees, however the information that's found on these -- in this site can be useful to anybody. For the four TIF grantee section includes information relevant to the implementation of TIF programs. And the About TIF Grantee section includes lists

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and profiles of all of the grantees from cohorts one, two and three.

And as you can see CECR offers a variety of resources for charter schools considering the implementation of performance based compensation. And if you were looking for additional information on any topic related to performance based compensation, we do have a contact us page that you can submit a question and we will respond to your inquiry.

And at this point I'd like to turn it back over to Bob who's going to facilitate any questions on CECR or TAP.

BOB STONEHILL: Thanks, Ellen. I have a question for Sarah or for Kristan if she's been able to make audio connection with the webinar. You presented you know so much information about an organization and a set of strategies that's been under development for now close to thirteen years. If I were a charter school or a small charter school network, what are the first things I should really think about? What are the biggest takeaways from what you've learned about supporting educators, about insuring that students, student achievement can be improved because the best possible teachers are always learning, are always contributing? What are some of the two or three things to keep first and foremost in charting a course like the one that you've been following?

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KRISTAN VAN HOOK: This is Kristan, I'll jump in since I dropped off right as I was about to start talking last time, I apologize. Just a couple of quick comments and Sarah please join me if you have other thoughts. I guess I would say, you know particularly for a charter management organization who is kind of starting out on their own, I guess really we've found that the most important thing is to think about a system within the school. So, to think broadly about how you're linking the different piece -- the compensation with the evaluation with the professional development. And then who's going to do all that? So, we found that in our schools, we often describe to people that the leadership team really becomes the engine and principals I think are so relieved to have a team, and again, this isn't unique to TAP schools, many people are doing this in other places as well. But bringing in, creating a distributed leadership structure where teacher leaders have significant authority and responsibility in terms of all these pieces fitting together and they're paid more. Really is key for us in terms of creating a system that then can drive itself because those are your experts.

And then I think the second step I would say is once you've got that structure, one other quick comment on that, Algiers as an example, the Algiers Charter School Group, they built this

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into their charter, I think Sarah might have mentioned that when she was talking earlier. And that actually has helped sustain it over time as well because you've got changes in leadership, changes on the board, changes in schools and so, you know if you have a vision for this and it fits your goals, kind of building it into your charter in such a way that it's clear it's not a passing fad, is important.

And then just another quick comment. So, once you think about the structure in school and kind of -- then you take a step back and say how am I going to then help those leaders to improve their skills? So, if they're supporting and helping teachers everyday, how do I help those master teachers in particular, mentor teachers, whatever you call them, those teacher leaders as well as principals to continue to push their skills? And that's where kind of a district level person or a CMO level person to help those people to grow starts to become important. So, essentially our system kind of grew as you said over time as we kept adding layers of support above it.

But you know starting first at the school and then at the CMO level I think that will really take you a long way.

BOB STONEHILL: Thanks, Kristan. In a system in which you know in five years, almost half of the teaching force turns over, have you found that your strategies of creating options

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for teacher leaders, differing paths and compensation that's tied to increasing success and increasing responsibility has helped stabilize the teaching force in the schools in which you work?

KRISTAN VAN HOOK: Yes, I mean yes and no, it's really interesting actually. I mean we found that -- first of all, we work also in a lot of school districts, regular school districts and they often create this other strategy to draw teachers from the more affluent areas into their high needs schools. And we found that that's very successful. So, yes, I think teachers are hungry for a challenge, they're looking for another opportunity at -- give them that ability to really give back at a much broader level and to stay connected to the classroom while taking on additional responsibility, not necessarily having to become a principal. They really respond to that so, that's key.

Then just to add -- on the no, side, what's been really interesting is Algiers is a great example, you know once you start to develop these -- really we call them our superstars, I mean they -- you know these master mentor teachers start to really raise their skills and then your challenge is not having them approached by someone else. But of course the whole concept of the leadership structure is that's great in the

bigger picture, I mean these people are terrific, you know they've learned a lot and we have a whole pipeline then of you know career teachers who are exposed to this process who are ready to step into a mentor role or a mentor ready to step into a master. So, I think you have to plan on once you start to really increase people's skills and effectiveness you know they are going to start getting job offers from other people. But the beauty of the system is to try to you know build in a lot of incentives for them to stay of course, but then also to build a system where you can replace those people and not have your program fall apart.

SARA SHOFF: And I would add in Algiers actually they had in '06/'07 a turnover rate around twenty percent and that's actually down to seven percent by the 2010/11 school year. So, definitely has had an impact.

BOB STONEHILL: Thank you both for answering. We have one posted question about whether or not the PowerPoint will be available? We definitely intend to post the PowerPoint and the recording as well of the webinar on the CECR website, hopefully the national charter school resource center might pick up these resources as well. But you have email there on the screen for Ellen Cushing. Please just contact Ellen, send her email, give her a call, there's her phone number and we'll make sure that we

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direct --

So, we don't have any other questions. I do want to also thank Donna Ballick [phonetic] who is a consultant who worked with CECR on organizing this webinar as well as the two that we have coming up. As a reminder on March 21st at three o'clock eastern daylight time a webinar on innovations and sharing, promising practices. We're doing that in collaboration with the National Charter School Resource Center and we will be highlighting the work of the EPIC Charter School Network. And then on March 29th, at two o'clock eastern daylight time, a webinar on innovations in creating comprehensive educator performance management systems and tying compensation -- performance based compensation in particular to all of the different components of those comprehensive human capital management systems. And we will be featuring E. L. Haynes Charter Schools here in Washington, D.C. in that webinar.

So, again, I want to thank everybody for participating. And we hope to virtually hear from you again. We'll make sure that our PowerPoint is working a little better the next time around, I have no idea why the graphics were not appearing today, but we will fix it for the next time for sure.

So, thank every -- thank you all and we'll see you on March 21st.

CECR Website Webinar

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